



ATTITUDE OF TEACHERS TOWARDS IN-SERVICE TRAINING FOR THE IMPROVEMENT IN QUALITY OF TEACHING AT SCHOOL LEVEL

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ABSTRACT

In the present study the investigator try to find out the attitude of teachers towards in-service training for the improvement in quality of teaching at school level of Aligarh district. The present study was conducted with the objectives to determine the training methodologies and their impact on improvement in quality of teaching. The sample comprising of 112 teachers of Aligarh of both central and state schools were selected through purposive sampling procedure based on the availability of school teachers who have attended in-service training specially refresher course. A self-administered survey questionnaire was used to collect the necessary data. The finding of the study showed that in-service training specially refresher courses is responsible for the improvement in quality of teaching in senior secondary school teachers of Aligarh district.

KEYWORDS: In-service training, senior secondary teachers, quality of teaching.

INTRODUCTION:

In the present scenario quality has been emerged as a buzzword, the understanding about quality varies from person to person and context to context. The parameters of quality need to be clearly identified before attempting to define quality of teaching as it is evident from available data and researches and the experiences of various agencies working to improve quality of teaching at different levels of education. As per word of Dr.A.P.J.Abdul Kalam "a good teacher can eliminate the weakness of our educational system and can alone provide quality education". To ensure quality of education to all children it is essential that opportunities for professional development of teachers are necessary. Arora and Singh (1997) had also opinion that for quality improvement of school education at all levels the professional developments of teachers are crucial. The focus on in-service training programmes occurs after the implementation of N.P.E (1986). In-service training for teachers are designed by the state level agency/District Institute of education and training. Government of India started the flagship programme under which all central teacher employees should attend at least 20 days of in-service training programmes at five every year of teaching tenure. Teacher experience, at least the very first years of experience, seems to have a small positive impact on student achievement (Rivkin, Hanushek and Kain, 2005, Clotfelter, Ladd and Vigdor, 2006). The DIET at every state provided in-service training programmes to state teacher employees. Under SSA, Block Resource Centers and Cluster Resource Centers were established to provide academic support to teachers and schools on a regular basis in each block of every district. Training received by BRCCs, BRPs and CRCCs was inadequate both qualitatively and quantitatively. While Zonal institute of education technology (ZIET) are the center at which the in-service training programmes were meant for the teacher employees of Kendriya Vidyalaya, Jawahar Navodaya Vidyalaya and Central Tibetan Schools.

Objectives of the study:

1. To determine the attitude of central and state schools teachers towards infrastructural facilities present in in-service training programme.
2. To find out the attitude of central and state schools teachers towards resource persons/Expert in in-service training programme.
3. To study the attitude of central and state schools teachers towards Teaching-Learning methods adopted in in-service training programme.
4. To determine the problems of central and state schools teachers towards Teaching-Learning materials available in in-service training programme.

Significance of the study:

Teacher education today is facing many challenges because of the specific mandate of "education for all" and the constitutional programme of "Right to Education". It has to transfer itself into a process that is practical in its approach, research based in its transaction, value based in its outlook and with learning to learn as its motto. In essence teacher education is not a matter of acquiring degree. It is more a matter of orientation the minds of young teachers towards services to their country. So it is needed that the teachers should get proper training after they get enter into real teaching zone so that they will give their best in the classroom utmost.

MATERIALAND METHOD:

Sample:

The study was conducted through normative survey research design. 18 schools of both central and state of Aligarh district were taken selected using purposive sampling procedure to ensure that these schools should have a large numbers of government and private school teachers who did at least two times in-service training programme.

Table 1: School-wise presentation of respondents in Aligarh.

Respondents	
Central schools (70)	State schools (42)
22	26
39	16

The present study has been carried out on 70 central and 42 State schools teacher of Aligarh district of Uttar Pradesh.

Tools of the study:

In this study the self-prepared questionnaire are used which is validated by investigators herself and it is divided into four dimensions: infrastructural facilities, Resource persons/expert, Teaching-learning method and Teaching-learning materials. The data thus collected were analyzed through frequencies.

Data Analysis and Interpretation:

As we know that Training is an important tool that involves the transfer of new technologies, skills, behavior and attitude to develop and maintain the teachers' competencies to perform their assigned role more effectively and efficiently. Respondents were asked to narrate their satisfaction level by using 2 point Likert scale i.e., agree and disagree.

Objective no.1. To determine the attitude of central and state schools teachers towards infrastructural facilities provided at in-service training programme:

In the first objective the investigator try to determine the attitude of both central and state schools teachers towards the Infrastructural facilities available at in-service training programme. 76% of central schools respondents said that they have provided internet facilities during in-service training programme that would be beneficial for them while only 39% of state schools respondents said that they have an opportunity to use internet during in-service training programme. 82% of central schools respondents reported that they have provided separate dormitories with all basic facilities while only 58% of state schools teachers are satisfied with the residential facilities provided during in-service training programme. 79% of central schools respondents have positive attitude towards the lunch and refreshment provided at training center while 43% were only satisfied with the lunch and refreshment provided at training center. 67% of central schools employees has positive response with other facilities such as separate washroom, Drinking water, peaceful environment etc. while only 33% of state schools teachers has positive response over it.

Table 2: Percentage of Central and State school Teachers who participated in Content and Training Courses and their attitude towards infrastructural facilities in in-service training programme.

	Central schools	State schools
Internet facilities	75%	39%
Dormitories	82%	58%
Lunch and refreshment	79%	43%
Basic facilities	67%	33%

The first table clearly shows that central school teachers are more satisfied with the infrastructural facilities provided at in-service training programme viz, internet facilities, dormitory, lunch and refreshment and the basic facilities as compare to the state schools teachers.

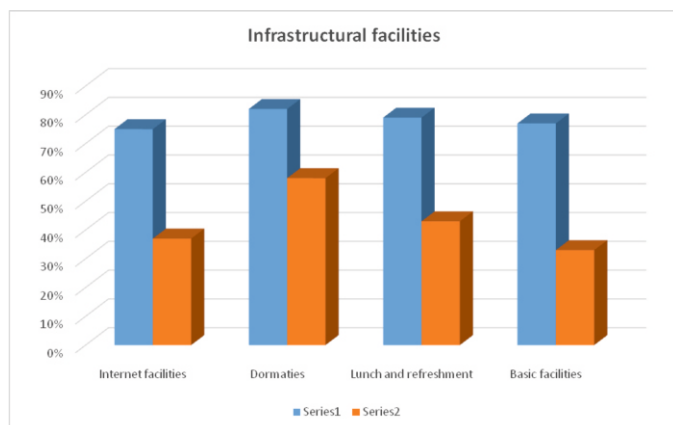


Figure 1: Graphical presentation of respondents according to their attitude towards infrastructural facilities in in-service training programme

Objective no.2. To find out the attitude of central and state schools teachers towards resource persons/Expert in in-service training programme:

In the second objective the investigator try to find out the attitude of both central and state schools teachers towards resource persons/Expert provided at in-service training programme. According to the results 88 % of the central school teachers were opinion that Training contents match with training objectives while only 36%the state school teachers has positive attitude towards it.82% of central schools teachers has agreed that they have provided Effective training personal during whole training tenure but 62% of state schools teachers were satisfied with it. 92% of central schools teachers have positive opinion that the Training content technically latest while 53% state schools teachers has agreed upon it. 77% of central school teacher agreed that place of training was suitable for them while only 37% of state school teachers were positive attitude.

Table 3: Percentage of Central and State school Teachers who participated in Content and Training Courses and their Attitude towards Resource persons/Expert available at in-service training programme: Central schools, State schools

	Central schools	State schools
Training contents match with training objectives	88 %	36%
Effective training personal	82%	62%
Training contents technically latest and updated	92%	53%
Place of training was suitable	77%	37%

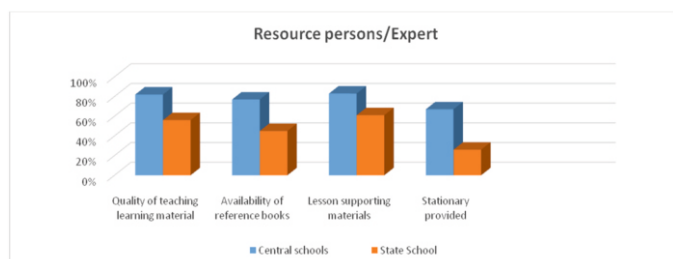


Figure 2: Graphical presentation of respondents according to their attitude towards resource persons/Expert available at in-service training programme

It was concluded in the light of results that training content that was covered during the training programme was not up dated and only recall their previous knowledge but little gain new information regarding teaching –learning process and more or less tells how it changed the teacher into facilitator.

Objective no.3. To study the attitude of central and state schools teachers towards Teaching-Learning materials provided at in-service training programme:

In the third objective the investigator try to study the attitude of both central and state schools teachers towards Teaching-Learning materials provided at in-service training programme provided at in-service training programme. According to the results 82 % of the central school teachers were opinion that quality of teaching-learning materials were satisfactory while only 56%the state school teachers has positive attitude towards it.77% of central schools teachers has agreed the resource person provided reference booksfor the teaching subjects while only 45% of state schools teachers said that they have such a facility provided to them. 83% of central schools teachers has responded that the training institution provided Lesson supporting materials before starting of training classes while 53%state schools teachers has responded that upon it. 67% of central school teacher said that they were provided stationary such as pen, pencil, folder, marker, conference pad and extra pages before starting of training while only 26% of state school teachers were agreed upon it.

Table 4: Percentage of Central and State school Teachers who participated in Content and Training Courses and their Attitude towards Teaching-Learning materials provided at in-service training programme: Central schools, State schools

	Central schools	State schools
Quality of teaching learning material	82 %	56%
Availability of reference books	77%	45%
Lesson supporting materials	83%	61%
Stationary provided	67%	26%

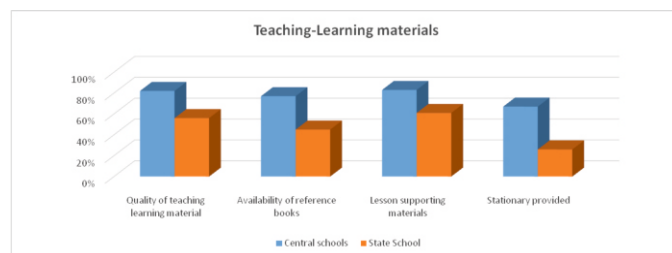


Figure.3 Graphical presentation of respondents according to their attitude towards Teaching-Learning materials provided at in-service training programme.

Objective no.4. To find out the attitude of central and state schools teachers towards Teaching-Learning methods adopted during in-service training programme:

The last objective this study tries to find out the attitude of both central and state schools teachers towards resource persons/Expert provided at in-service training programme. This table reveals that lectures (88%), Effective class discussion session(82%), Group activity (92%), Use of A.V.Aids (66%) and Innovative practices (77%), were the most prominent methods used during trainings at in-service training programme for central schools teachers while very little of this has been arranged for training of state teacher employees .

Table 5: Percentage of Central and State school Teachers who participated in Content and Training Courses and their Attitude towards Teaching-Learning methods adopted during in-service training programme:

	Central schools	State schools
Lecture method	88 %	36%
Effective interaction session	82%	42%
Group activity	92%	53%
Innovative practices	77%	37%
Use of A.V.aids	66%	28%

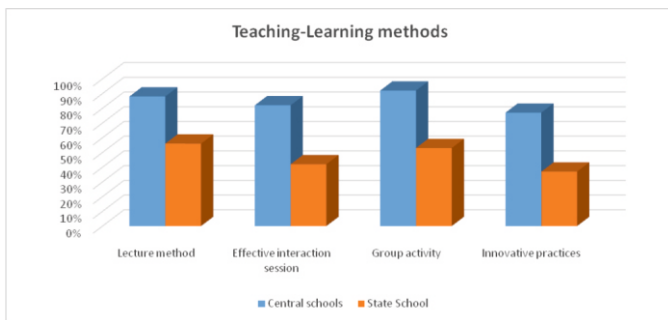


Figure 4: Graphical presentation of respondents according to their attitude towards Teaching-Learning methods adopted during in-service training programme

FINDINGS OF THE STUDY:

The main findings of the study were:

1. In the present study the majority of central school teachers were found to be satisfied with the infrastructural facilities like toilet, drinking water, internet facilities, dormitory, lunch and refreshment and the basic facilities at training centers while the state school teachers were not satisfied with it. Anonymous of the finding were reported by the study conducted by Vahishtha, K.K. & Soni, R.B.L (2007) found that majority of the teachers were not satisfied with the arrangement and food served during the training programmes.
2. In the present study it was found that majority of the central school teachers were satisfied with the content knowledge of the resource person while in the case of state school teachers, they were not found satisfied with the content knowledge of the resource person. Similar findings were also reported by the Agrawal and Kamlesrao (1997) in which they found that the considerable amounts of content were not transacted by the resource person. Vahishtha, K.K. & Soni, R.B.L (2007) found that resource person/expert were not experts in their field.
3. In this study it was found that the central school teachers were satisfied with the quality of teaching- learning method during training period while state school teachers were not much more satisfied with teaching- learning method. Similar findings were also reported by the Malik, R.K.and.& Bhardwaj,P (2013) and Agrawal and Kamlesrao(1997) in which they found that the transactional strategies adopted were only lecture method and discussion. .
4. In this study it was found that the central school teachers were satisfied with the quality of teaching- learning materials during training period while state school teachers were not much more satisfied with teaching- learning materials. Vahishtha, K.K. & Soni, R.B.L (2007) also found that all modules are not self explanatory .They were unable to generated motivation and develop competencies and skills in the teachers.

CONCLUSION:

Training is one of the most important tools for upgrading and updating knowledge in every field. Training programmes need to be strengthened by organizing extensively and vigorously training courses covering various techniques and skills that is very much important for the teacher to improve their quality of teaching and help them to focus on using more participatory techniques and field visits that will make content more clear and understandable. After the training, participants should be provided printed material, upto date teaching manual, productive and innovative teaching aids that will be helpful for them to demonstrate the teaching content.

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